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ABSTRACT

A study designed to survey the job satisfactions and job needs of elementary school teachers was performed in 1972, and the study was replicated in 1977 to provide a comparative analysis and document any change over time. In the 1972 study 86 percent of the population returned mailed questionnaires indicating their rating of 25 scale items on the Minnesota Importance Questionnaire and the Minnesota Satisfaction Questionnaire, and of these respondents 57 percent completed the same questionnaire in 1977. Results indicated that the teachers continue to find "service" the most satisfying aspect of teaching and "work accomplishment" the least satisfying. "Cooperation" of staff members and "general factor" (liking the job) were of highest importance. Of the nine scale areas that showed significant changes, most related to the teacher as an individual within a school system rather than to responsibilities and challenges of instruction. Examples of the questionnaire and data results are included as well as a selected bibliography. (Author/DS)

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CAREER NEEDS AND SATISFACTIONS OF TEACHERS: A REPLICATION STUDY

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INTRODUCTION

As part of the requirements for a Ph.D. in Education at the University of Minnesota (Fitzgerald, 1972), coupled with this researcher's concern for the increasing alienation of teachers, a questionnaire designed to survey the job satisfactions and job needs of elementary school teachers was mailed in the Spring of 1972 to a select group of teachers. The high rate of response from the 208 teachers in that survey (86%), and the interesting results achieved, prompted a plan to replicate the study after a five year period to note any differences that might have occurred over time. A Faculty Research Grant from Michigan State University financed in part the replication study.

A questionnaire was designed for the 1972 study, and used again in the 1977 replication study, based upon two instruments developed by the Work Adjustment Project, University of Minnesota Industrial Relations Center, under a research grant from the Social and Rehabilitation Service, U.S. Department of Health, Education and Welfare:

The Minnesota Satisfaction Questionnaire (MSQ) to measure the satisfaction of individual's needs through work;

The Minnesota Importance Questionnaire (MIQ) to measure individuals' vocational needs.

Interest in the problems of vocational fulfillment started early in the twentieth century. In 1909 a model was proposed for studying vocational behavior, one that involved examination of self, the requirements of occupations, and "true reasoning," i.e., the matching of aspects of the employment to the needs of the individual. In the 1920's, vocational counselors began to classify occupations by intelligence levels, and in the late 1930's increasing attention was given to the psychological functions of aptitude tests. The foundational study for a developmental perspective on vocations was presented in Occupational Choice, an Approach to a General Theory in 1951 by Eli Ginzberg and a team of researchers. Donald E. Super and his associates have studied specific aspects of career development for nearly three decades in an attempt to support a comprehensive theory of career development, basing career choices on self concept development through specified stages. Many other frameworks for explaining vocational behavior of men and women have drawn on the groundwork of Ginzberg and Super.

Super was the first vocational theorist to give recognition to the vocational differences between men and women. Although his descriptions are limited, three of the career patterns he defined for women have particular application for elementary school teachers:

> The stable working career pattern - following school or college the woman embarks on a career that becomes her life's work. It may originate as a preliminary to marriage, as a stop gap job with perhaps an intention to resume working after a period of full time homemaking, but for one reason or another it becomes a full career occupation.
>
> The double-track career pattern - the woman completes her education, marries, and continues with a double career of working and homemaking.
>
> The interrupted pattern - a sequence of working, homemaking and working is followed. the later working period may be instead of marriage, as in the case of divorce, or along with marriage, after children have reached a certain age. The wife returns to a type of position she had previously or she seeks a new type of employment (Super, 1957, p. 77-78).

Teaching is by far the largest professional occupation of women. The 1975 Handbook on Women Workers, quoting the latest available statistics (1973), places 43% of all professional women in teaching. 25% of professional women are in health professions, the second largest group. The Occupational Outlook Handbook 1976-77 estimates that there are 2.7 million fulltime teachers below the college level (1973-74 figures), that 1.3 million of these are elementary teachers and that 85% of all elementary teachers are women. The average yearly salary for elementary and secondary teachers (1974-5, NEA) is approximately $11,234 for an average work week of 46 working hours: 36.5 hours of classroom work and 9.5 hours of preparation, grading, completing reports, attending meetings, and supervising extra curricular activities. (Bureau of Labor Statistics, 1976.)

Interest in vocational fulfillment for men and women is gaining new momentum in the late 1970's under the term "Quality of Work Life." Rising perhaps out of the ferment of the 1960's and an increasing concern over absenteeism, lagging productivity, and worker alienation, unions and management are cooperating in the design of projects aimed at making work more satisfying by giving workers a larger voice in what they do on the job and how they do their tasks.

Although worker satisfaction has been studied for years, the Quality of Work Life Movement which had its origins in Western Europe, particularly in Scandinavia, is broader in perspective than earlier studies. In addition to altruistic goals of worker satisfaction, Quality Work Life Movement aims at lowering costs of production and raising productivity. Many corporations, including General Motors, Weyerhaeuser, Nabisco, Xerox, and American Telephone and Telegraph, as well as civic and state governments, have organized quality of work life projects. Legislation is pending in Congress to provide $40 million in grants for demonstration projects in job preservation and quality of work life experiments. (Dewar, 1977)

Psychologist generally agree that human beings have basic needs which they strive to fulfill, but complete agreement on the details of needs theory has not been achieved. Maslow's theory postulates a hierarchy of seven instinctive needs with the lower ordered needs more

demanding of fulfillment. These needs are basic in man: 1)physiological needs, 2)safety needs, 3)belonging and love needs, 4)esteem needs (the desire for strength and achievement and the desire for status and reputation, 5)self-actualizing needs, 6)needs for knowing and understanding, and 7)aesthetic needs (Maslow, 1970).

For expression of the individual's gratification of his basic needs within an institutional setting one can turn to the model developed by Getzels.

Nomothetic Dimension

Institution Role Expectation

Social System Observed Behavior

Individual Personality Need-disposition

Ideographic Dimension

The nomothetic dimension defines what is expected of the role incumbent while the ideographic dimension presents the individual's personal needs and disposition. Greater productivity and harmony generally results when there is a congruence of the two dimensions. Getzels states the relationship this way: $B = f (R \times P)$, behavior is a function of role expectation and personality needs - disposition (Getzels, 1958). There can be role conflicts within the nomothetic dimension or personality conflicts within the ideographic dimension or conflicts which occur between the two dimensions.

A primary instrument used to measure adjustment and needs of groups of teachers has been the Minnesota Multiphasic

Personality Inventory. The original instrument of nine scales was developed in 1940 by Hathaway and McKinley, and extensive norms for teachers were published in 1955. The MMPI has been widely used by researchers in the study of teacher personality.

In 1964 the Work Adjustment Project of the University of Minnesota formulated a theory interrelating an individual's needs, his "satisfactoriness" on the job and his satisfaction in his job. (Table 1) This theory was used to develop tools for predicting and measuring an individual's work adjustment, including the Minnesota Satisfaction Questionnaire (MSQ) and the Minnesota Importance Questionnaire (MIQ). In preparing for a study, the researcher was able to select from fifty-eight scales the scales of significance to the particular company of occupation being studied. The scales were found to be technically adequate, most scales meeting or exceeding reliability of .80, satisfaction and needs scales measuring only ten percent common content and validity inferred from the utility of the instrument for measuring employee dissatisfactions and tests of hypotheses derived from the Theory of Work Adjustment (Dawis and Weitzel, 1971). The instruments developed under this project have been used in numerous studies in industry, in special studies of handicapped workers, and, prior to the studies reported here, in one study of teachers (Hamlin, 1966).

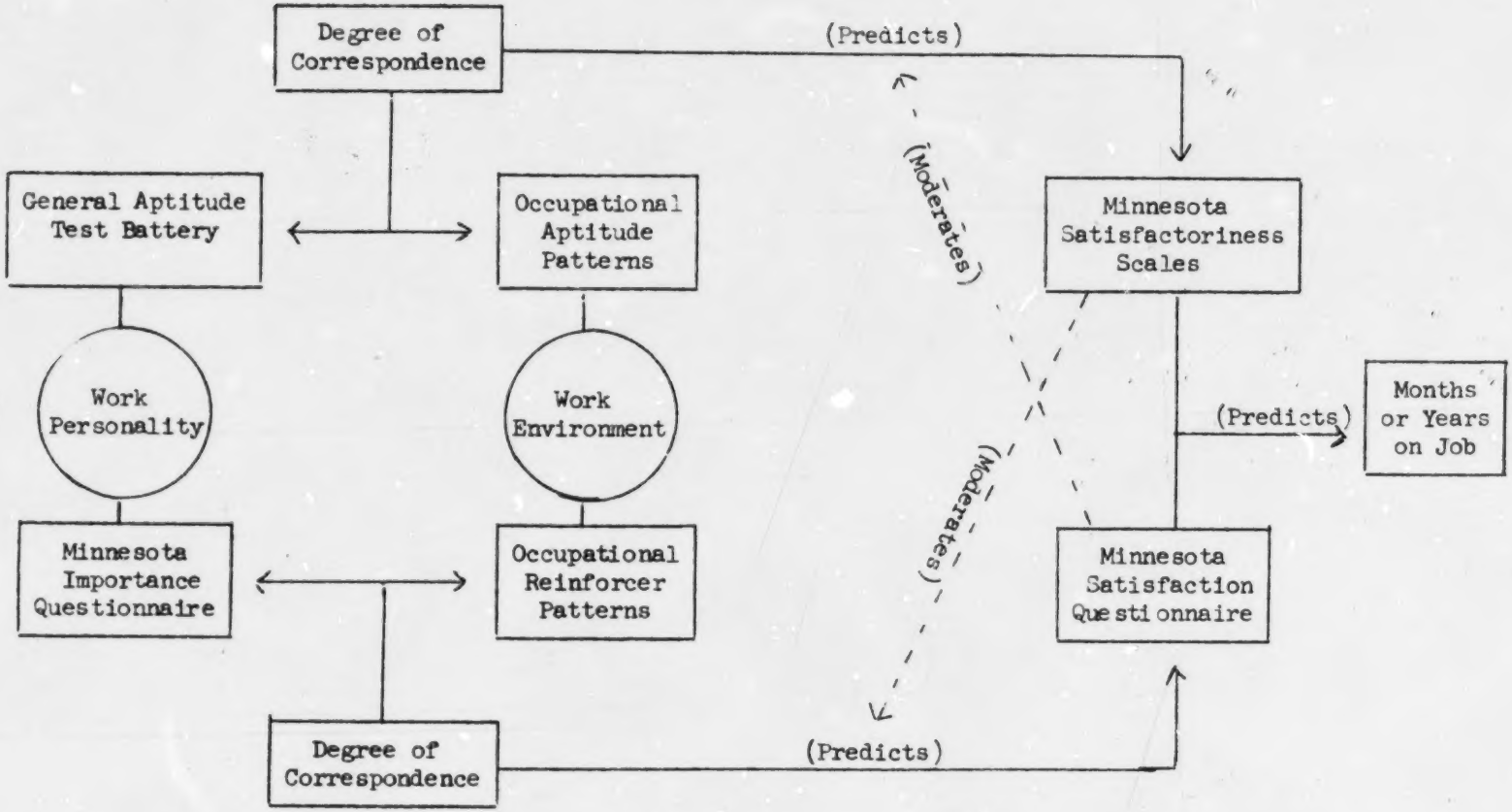

Table 1 . The Theory of Work Adjustment in Operational Terms (Dawis, et al., 1968, p. 14)

MSQ and MIQ, self-administering instruments, were developed through the need for support of Proposition III of the Theory of Work Adjustment.

> Proposition III. Satisfaction is a function of the correspondence between the reinforcer system of the work environment and the individual's needs, provided that the individual's abilities correspond with the ability requirements of the work environments.
>
> > Corollary IIIa. Knowledge of an individual's needs and of his satisfaction permits the determination of the effective reinforcer system of the work environment for the individual.
> >
> > Corollary IIIb. Knowledge of the reinforcer system of the work environment and of an individual's satisfaction permits the influence of an individual's needs. (Dawis, et. al., 1968, p. 11)

DESIGN OF THE STUDY

The Questionnaire

Twenty-five of the 58 available MSQ and MIQ scales were selected for a study of job satisfactions and job needs of elementary school teachers. Minor word changes were required to adapt the instruments from the terminology of industry to appropriate educational terms.

Each scale in the Minnesota Satisfaction Questionnaire asked for a response four times, in a slightly different manner each time. For example, on a Likert Scale of 1 to 5 ("Not Satisfied" to "Extremely Satisfied"), the respondent indicated attitudes about Ability Utilization (Scale 1) in the following four items:

In my present or most recent elementary school teaching position, this is how I feel about...

#1. The chance to do work that is well suited to my abilities --

#26. The chance to make use of my abilities --

#51. The chance to do something that makes use of my abilities --

#76. The chance to make use of my abilities and skills.

Very similar items were given to the second part of the questionnaire, the Minnesota Importance Questionnaire. For example: (Scale 1: Ability Utilization)

In my ideal teaching position, how important is it that...

#1. I would have the chance to do work that is well suited to my abilities --

#26. There would be chances to make use of my abilities --

#51. There would be the chance to do something that makes use of my abilities --

#76. I would have the chance to make use of my abilities and skills.

The six page fold-out questionnaire included, in addition to the 200 items of the MSQ and MIQ, items related to personal, educational, and professional background. Open ended questions completed the form. Respondents were assured of anonymity, and study results were mailed if requested. Multiple mailings, reminders, and telephone contacts were made if needed. The same questionnaires and the same mailing procedures used in

1972 were used in 1977. A copy of the complete questionnaire and a list of sample items for each scale are given in Appendix I.

Computer analyses of scale results in 1977 were accomplished by using Statistical Package for the Social Sciences (SPSS) which provided means, standard deviations, standard errors, correlations, and two-tailed probabilities for 1972 and 1977 questionnaire results. Three methods of analysis were used:

> the five highest and five lowest scale means on the MSQ and the MIQ;
>
> scale means of ≥ 12 of Importance along with ≤ 12 on Satisfaction (12 is the median score in the range of possible scores 4-20);
>
> discrepancy scores between MIQ and MSQ means which had $P \leq .05$.

The Population

1972: Included in the original study was the total population of students accepted into a Master's Degree program in the Elementary Education Department at the University of Minnesota between 1967 and 1970 who had completed at least one graduate course but had not completed their degree or attended classes in 1971. Consequently, this group was composed of 208 graduate students who began master's programs but who let at least a year lapse in their progress toward degrees. Entrance standards for these students required above average undergraduate records and at least one year of teaching experience before they began their advanced study.

In general, the population chosen for this study was a select group of teachers, select in academic ability and select in their interest in improving their teaching skills. As graduate students they represented students pursuing advanced study, usually on a part-time basis, while maintaining a full commitment to teaching or to other occupations. 86% (N = 178) of those contacted returned completed questionnaires in the 1972 study.

Over three-fourths of the 1972 respondents lived in Minnesota at the time the questionnaire was mailed, and the other 22 percent lived outside the state and in five foreign countries. Eighty-seven percent were women. Over one-third were under thirty years of age and 28 percent were over forty.

Three-fourths of the respondents had taught in elementary schools for more than five years. Sixty-one percent were currently employed as full time elementary education personnel, and approximately 55 percent intended to be employed in that capacity five and ten years from the time of testing. Appendix II gives a summary of the total group questionnaire results for the 178 respondents in the 1972 study.

1977: The 86% who responded in 1972 were mailed the identical questionnaire in the Spring of 1977. Again they were asked to indicate their degree of satisfaction in 25 aspects of their current or most recent elementary

school teaching teaching position and their job needs in the same 25 aspects if they could have an ideal teaching position. 57% (N = 102) of those contacted returned completed questionnaires. 21% (37) had changed residences during the five year interim and forwarding addresses were no longer available; the questionnaires were returned unopened.

Fifty seven percent of those responding in 1977 said they were currently serving as full time elementary school teachers. 60% had taught in elementary schools for from 5 to 14 years, 20% for less than 5 years, and 19% for 15 or more years. Of the 102 Respondents, 87 were women and 15 were men, equalling the percentages by sex in 1972 - and the national statistics on men and women elementary school teachers.

Research Questions

The following four questions were selected for examination:

I. Are there significant mean differences between the 1977 Respondents (N = 102) and Non-respondents (N = 76) as expressed on their 1972 questionnaires?

II. Are there significant mean differences between the job satisfactions of 1977 Respondents as expressed in results on their 1972 and 1977 Minnesota Satisfaction Questionnaire scales?

III. Are there significant mean differences between the job needs of 1977 Respondents as expressed in results on their 1972 and 1977 Minnesota Importance Questionnaire scales?

IV. Are there significant mean differences between the discrepancy scores (Need minus Satisfaction) of the 1977 Respondents as expressed in results on the 1972 and 1977 questionnaires (MIQ minus MSQ)?

RESULTS OF THE STUDY

Research Question I: Respondents and Non-respondents

In order to determine if the 1977 Non-respondents and Respondents would have shown similar results if all had returned completed questionnaires, a computer analysis of the 1972 responses of these two groups was made. Three aspects were studied:

I. MSQ Scores (Satisfaction)

In only one of the 25 scales was a statistically significant difference shown at $P \leq .05$. In Supervision - Technical ("The principal's knowledge of curriculum and instruction") Respondents had a mean score of 12.1 in 1972 in contrast to 10.7 mean score for Non-respondents in their 1972 results. ($P = .04$) Respondents, therefore, were more satisfied in this aspect of their work in 1972 than Non-respondents.

II. MIQ Scores (Needs)

Respondents indicated three areas of lower Needs means ($P \leq .05$) in their 1972 responses:

1972 Scales	1977 Respondents	1977 Non-Respondents	Probability
Organization Control ("I would be given freedom in the ways and means of doing my work.")	15.4	16.1	.04
Variety ("There would be variety in my work.")	14.4	15.8	.00
Work Challenge ("The work would be challenging.")	15.8	16.9	.01

In each of the three need scales a lower 1972 mean score was indicated for 1977 Respondents.

III. MIQ - MSQ Scores (Needs minus Satisfactions)

The degree to which a worker's needs are being met is measured in the Work Adjustment Project by the descrepancy between the mean scores of the MIQ and the MSQ. There were 8 of 25 scales in which the 1972 mean descrepancies showed statistically significant differences for 1977 Respondents and Non-respondents. ($P \leq .05$)

MIQ and MSQ 1972 Mean Differences	1977 Respondents	1977 Non-Respondents	2-tailed Probability
Ability Utilization "The chance to do work that is well suited to my abilities."	2.6	4.6	.00
Dedication of Teachers "The dedication of teachers to the education of children."	4.2	5.5	.03
Career Development "The way my work leads to the development of my career."	1.1	2.4	.03
Individual Identity "Not feeling lost as an individual in my school system."	.7	2.0	.05
Organization Control "The freedom I am given in the ways and means of doing my work."	1.5	2.9	.03
Variety "The variety in my work."	.8	2.7	.00
Work Challenge "Being able to do work that is challenging."	2.0	3.7	.01
General Factor "My job in general considering all things."	3.1	1.5	.02

In all of these 8 scales the 1977 Respondents showed less discrepancy between their 1972 needs and satisfactions than did Non-respondents.

The comparison of the two groups on satisfactions and on needs indicates few differences in the 1972 responses. In each of the 4 scales in which a statistically significant difference was indicated, the Respondents showed greater satisfaction and less need. In all of the eight discrepancy scales in which statistically significant mean score differences were indicated, the 1977 Respondents showed less discrepancy between their needs and their satisfactions in 1972 than the Non-respondents. It seems reasonable to assume from this examination of 1972 results that the 57% who returned completed questionnaires in 1977 may be a conservative representation of the total group, at least as satisfied and fulfilled in their latest teaching position as the 43% from whom completed questionnaires could not be obtained.

Research Question II: Satisfactions

Table 2 gives the 1972 and 1977 results on the Minnesota Satisfaction Questionnaire for 1977 Respondents. A comparison of highest and lowest areas of satisfactions of Respondents in 1972 and 1977 show strong similarities.

SATISFACTIONS

1972
Highest

Scale	Mean
Social Service	14.7
Co-Workers (Friendliness)	14.0
Responsibility	14.0
Independence	13.9
Organization Control	13.9

1977
Highest

Scale	Mean
Social Service	14.2
Independence	14.1
Responsibility	14.1
Organization Control	14.0
Co-workers (Friendliness)	13.8

1972
Lowest

Scale	Mean
Closure	12.1
Supervision (Technical)	12.1
Compensation	11.9
Advancement	11.4
Work Accomplishment	10.8

1977
Lowest

Scale	Mean
Compensation	11.7
Supervision (Technical)	11.7
Career Development	11.7
Work Accomplishment	10.7
Advancement	10.4

The chance to be of service to others continues to be the most significant positive aspect of teaching compared to the other 24 attributes measured although it dropped in relative importance in 1977. These teachers repeated in 1977 their low satisfaction with their principal's leadership in curriculum and instruction, their salaries, and the opportunities their jobs offered them

Table 2

1977
Summary Statistics for Minnesota Satisfaction Questionnaire

N = 102

Scale	Mean	Standard Deviation	Reliability	Standard Error
Ability Utilization	13.2	3.41	.92	.34
Dedication of Teachers	12.7	2.83	.84	.28
Advancement	10.4	3.25	.94	.32
Career Development	11.7	2.90	.83	.29
Closure	12.7	3.15	.94	.31
Compensation (Amount)	11.7	3.70	.97	.37
Cooperation	13.1	3.64	.95	.36
Co-Workers (Friendliness)	13.8	3.35	.95	.33
Co-Workers (Performance)	12.9	3.01	.93	.30
Creativity	12.3	3.29	.84	.33
Independence	14.1	2.81	.86	.28
Individual Identity	13.3	2.88	.76	.29
Organization Control	14.0	3.11	.90	.31
Recognition	11.9	3.42	.92	.34
Responsibility	14.0	3.00	.88	.30
Security	12.4	4.12	.94	.41
Social Service	14.2	3.08	.93	.31
Structure	12.5	2.26	.67	.31
Supervision (Human Relations)	12.0	4.26	.93	.42
Supervision (Technical)	11.7	4.16	.94	.41
Variety	13.2	3.28	.90	.33
Work Accomplishment	10.7	2.35	.66	.23
Work Challenge	13.3	3.30	.91	.33
Work Involvement	12.0	3.17	.81	.31
General Factor	13.0	3.18	.92	.32

for advancement and their feelings of accomplishment on the job.

On four scales the differences between 1972 and 1977 mean scores showed $P \leq .05$ on a two-tailed t-tests:

Scale	1972 Mean	1977 Mean	Difference (Mean)	2-tailed Probability
Advancement	11.4	10.4	1.0	.01
Career Development	12.5	11.7	.8	.00
Work Involvement	13.1	12.0	1.1	.00
General Factor	13.7	13.0	.7	.02

All four of the statistically significant mean differences were in the direction of lower satisfactions in 1977 than in 1972.

Standard deviations of the 1972 and 1977 mean differences for the 25 scales ranged from 2.39 - 4.59 (scale range 4 to 20) and standard errors from .24 to .45. The two Supervision scales and Security showed highest variability. Correlation coefficiences were somewhat low, ranging from .28 to .54, suggesting that many individuals expressed changes in attitude over the five year time span. (Appendix III: A)

Research Question III: Needs

Table 3 lists the complete results of 1972 and 1977 scores on the Minnesota Importance Questionnaire. A comparison of highest and lowest areas of needs indicates a degree of similarity comparable to that shown in the satisfactions scale comparisons.

Table 3

1977

Summary Statistics for Minnesota Importance Questionnaire (Needs)

N = 102

Scale	Mean	Standard Deviation	Reliability	Standard Error
Ability Utilization	16.5	2.66	.87	.26
Dedication of Teachers	16.5	2.22	.74	.22
Advancement	13.8	3.26	.94	.32
Career Development	14.0	2.51	.74	.25
Closure	15.4	2.77	.89	.27
Compensation (Amount)	15.7	2.80	.92	.29
Cooperation	16.8	2.63	.94	.26
Co-Workers (Friendliness)	16.1	2.77	.91	.27
Co-Workers (Performance)	16.2	2.56	.90	.26
Creativity	16.2	2.38	.86	.24
Independence	14.4	2.81	.83	.29
Individual Identity	15.0	2.54	.79	.25
Organization Control	15.4	2.46	.87	.24
Recognition	13.8	2.91	.89	.29
Responsibility	15.1	2.48	.84	.25
Security	15.5	3.01	.94	.30
Social Service	15.9	3.00	.95	.30
Structure	13.1	2.20	.59	.22
Supervision (Human Relations)	16.0	2.52	.80	.25
Supervision (Technical)	16.5	2.51	.84	.25
Variety	14.7	2.83	.85	.28
Work Accomplishment	12.6	2.46	.65	.24
Work Challenge	15.9	2.67	.85	.27
Work Involvement	13.6	3.02	.79	.30
General Factor	17.0	2.58	.80	.26

NEEDS

1972 Highest

Scale	Mean
Cooperation	16.9
General Factor	16.8
Supervision (Technical)	16.6
Dedication of Teachers	16.5
Creativity	16.5

1977 Highest

Scale	Mean
General Factor	17.0
Cooperation	16.8
Supervision (Technical)	16.5
Ability Utilization	16.5
Dedication of Teachers	16.5

1972 Lowest

Scale	Mean
Career Development	13.6
Advancement	13.4
Recognition	12.3
Structure	12.3
Work Accomplishment	12.2

1977 Lowest

Scale	Mean
Recognition	13.8
Advancement	13.8
Work Involvement	13.6
Structure	13.1
Work Accomplishment	12.6

These teachers indicated in 1972 and in 1977 that their overall enjoyment of teaching was an important need, along with good supervision, the cooperation of staff and teachers, and a spirit of dedication of teachers to the education of children. A sense of accomplishment was rated least important to these teachers in relation to other aspects of their teaching.

Five Needs scales showed a statistically significant mean score difference between 1972 and 1977, $P \leq .05$.

Scale	1972 Mean	1977 Mean	Difference (Mean)	2-tailed Probabilities
Compensation	14.2	15.8	-1.6	.00
Individual Identity	14.3	15.0	- .7	.01
Recognition	12.3	13.8	-1.5	.00
Security	14.5	15.5	-1.0	.00
Structure	12.3	13.1	- .8	.00

All significant mean differences were in the direction of higher needs in 1977 than were reported by these teachers in 1972.

Standard deviations of 1972 and 1977 mean differences ranged from 2.31 to 3.35 (scale range 4 to 20) and standard error from .23 to .33. Greatest variability was in advancement. Correlation coefficients ranged from .32 to .63, slightly higher than those recorded for Satisfactions but also suggesting that many individuals changed the degree of expressed needs in 1972 from those recorded on 1972 questionnaires. (Appendix III: B)

Research Question IV: Needs minus Satisfactions

The discrepancies between Needs and Satisfactions as these teachers expressed them in 1972 showed three scales in which MSQ mean scores ≤ 12 along with MIQ mean scores ≥ 12, but in 1977 five additional scales met this criterion.

NEEDS MINUS SATISFACTIONS

Scale	1972 MSQ	1972 MIQ	1977 MSQ	1977 MIQ
Advancement	11.4	13.4	10.4	14.0
Career Development			11.7	14.0
Compensation	11.9	14.2	11.7	15.8
Recognition			11.9	13.8
Supervision (Human Relations)			12.0	16.0
Supervision (Technical)			11.7	16.5
Work Accomplishment	10.8	12.2	10.7	12.6
Work Involvement			12.0	13.6

Chances for advancement, salaries,and accomplishment in teaching continued as areas in which needs were not being met. Opportunities for career development, getting credit for work done, both aspects of the principal's role, and interest in work were new areas in which needs were not being satisfied as measured by the ≤ 12 and ≥ 12 formula.

Subjected to t-test analysis,the same nine scales which had shown significant Satisfaction or Needs changes also showed discrepancies (MIQ minus MSQ) with $P \leq .05$ on two-tailed t-tests:

Scale	1972 Discrepancy	1977 Discrepancy	Difference (Mean)	2-tailed Probability
Advancement	1.99	3.36	-1.37	.00
Career Development	1.07	2.30	-1.24	.00
Compensation	2.32	4.10	-1.77	.00
Individual Identity	.74	1.72	- .98	.02
Recognition	.12	1.86	- .75	.00
Security	1.60	3.13	-1.53	.01
Structure	0	.59	- .59	.05
Work Involvement	.75	1.57	- .81	.02
General Factor	3.15	4.01	- .86	.02

All of the significant mean differences were in the direction of higher discrepancy between needs and satisfaction in 1977 than in 1972. (Appendix III: C)

Table 4 gives a summary of t-test results for 1972 and 1977 discrepancy means for Satisfactions, Needs and (Needs minus Satisfaction). Appendix III gives charts with complete data for 1972 and 1977 comparisons.

Table 4

1972 - 1977
Probabilities of Differences of $\leq .05$

N = 102

Scale	Satisfaction	Importance (Needs)	Needs Minus Satisfaction
Ability Utilization			
Dedication of Teachers			
Advancement	.01		.00
Career Development	.00		.00
Closure			
Compensation (Amount)		.00	.00
Cooperation			
Co-Workers (Friendliness)			
Co-Workers (Performance)			
Creativity			
Independence			
Individual Identity		.01	.02
Organization Control			
Recognition		.00	.00
Responsibility			
Security		.00	.01
Social Service			
Structure		.00	.05
Supervision (Human Relations)			
Supervision (Technical)			
Variety			
Work Accomplishment			
Work Challenge			
Work Involvement	.00		.02
General Factor	.02		.02
	All significant mean differences are in the direction of lower satisfactions in 1977 than in 1972	All significant mean differences are in the direction of higher needs in 1977 than in 1972	All significant mean differences are in the direction of higher discrepancy between needs and satisfactions in 1977 than in 1972

CONCLUSIONS

This study arose out of a concern for the career development of 1.3 million elementary school teachers in this country, 85% of whom are women. An increasing number of news articles and professional journals are reporting the dissatisfaction and militancy of teachers over conditions in their schools:

> "Laid-off Teachers Refuse to Return to Classrooms- New York City public school teachers who had been laid off during the city's fiscal crisis, declined two out of three to return to the classroom. Reasons for the refusals included disillusionment with the educational system, interest in other careers, fear of new layoffs and objections to the racial assignment system.
>
> According to Frank C. Arricale II, the director of personnel for the Board of Education, most of the refusals involved job security. Arricale advised education students who want to teach in city schools to become certified in more than one area to enhance their chances for continuous employment. (New York Times, October 10, 1977 as reported by Smith, 1977.)

Problems such as this are repeated in small as well as large communities. They are indications of grave problems that not only affect the teachers themselves, but the school lives and instruction of children and the future of the profession.

In 1972 a study of a select group of teachers was conducted, 208 individuals whose undergraduate records, professional experience, and personal motivation earned them admission to a Masters Degree Program at the University of Minnesota. This group was representative

of competent, professional teachers who seek graduate level study on a part time basis while engaged in teaching or other occupations. 178 (86%) returned completed questionnaires showing their job needs and satisfactions on 25 scales of the Minnesota Importance Questionnaire and the Minnesota Satisfaction Questionnaire.

This study was replicated in 1977 using the following research questions:

I. Are there significant mean differences between the 1977 Respondents (N = 102) and Non-respondents (N = 76) as expressed on their 1972 questionnaires?

II. Are there significant mean differences between the job satisfactions of 1977 Respondents as expressed in results on their 1972 and 1977 Minnesota Satisfaction Questionnaire scales?

III. Are there significant mean differences between the job needs of 1977 Respondents as expressed in results on their 1972 and 1977 Minnesota Importance Questionnaire scales?

IV. Are there significant mean differences between the discrepancy scores (Need minus Satisfaction) of the 1977 Respondents as expressed in results on the 1972 and 1977 questionnaire (MIQ minus MSQ)?

1977 Respondents (N = 102, 57%) and Non-respondents (N = 76, 43%) showed similar results on their 1972 responses. On the nine scales in which statistically significant results were shown, all were in the direction of lower satisfactions and higher needs for Non-respondents. Respondents, therefore, found greater satisfaction of their needs in teaching in 1972 and probably represented a more conservative section of the population under study.

Respondents showed Social Service as their most satisfying aspect of teaching in 1972 and 1977. Eighteen of 25 scales in 1977 showed mean scores above the median 12 (Range 4 - 20), but no satisfaction scores reached the fourth quartile.

Areas of least satisfaction were consistent over time: work accomplishment (an area, however, of low Need also); advancement; the principal's technical and human relations skills; compensation. Four scales showed statistically significant drops in satisfaction scores between 1972 and 1977: advancement (low in 1972 and lower in 1977); career development; work involvement; general factor (liking the job).

Many areas of Needs for the Respondents reached into the highest quartile on both 1972 and 1977 results: Ability Utilization, Dedication of Teachers, Cooperation, Co-workers (Performance), Creativity, Supervision (Human Relations), Supervision (Technical), and General Factor.

It is interesting to note that in none of the areas of significantly lower satisfaction was there a corresponding significant rise in need. Five other scales, however, showed increasing Need in 1977: compensation, individual identity, recognition and structure (despite the rise, structure,"having a clear idea of what to do," is an area of low Need).

The four significant changes in Satisfaction and the five in Needs were all reflected in the discrepancy measures between MSQ and MIQ across time. All were in the direction of greater discrepancy in 1977, indicating that the

occupational needs of these teachers were not being met as well in 1977 as they had been in 1972:

Advancement
Career Development
Compensation
Individual Identity
Recognition
Security
Structure
Work Involvement
General Factor

Concern over changes, however, must not mask a crucial point: one scale showed consistently low satisfaction and high need over the time span, the technical ability of the principal as a leader in curriculum and instruction.

IMPLICATIONS

This replication study indicates that there are changes in some of the professional attitudes of the elementary teachers in this study; these changes may reflect the attitudes of other competent, concerned teachers in the country. These teachers showed a consistent concern over the 5 year interim about the professional competency of their principals; they indicated that the leadership ability of the principal in curriculum and instruction is of primary importance to them. Of the nine scale areas that showed significant changes, most related to the teacher as an individual within a school system rather than to responsibilities and challenges of instruction.

Teachers' organization, school boards and the public must take greater cognizance of the teacher's career

attitudes as factors in the equation of instruction. Certainly, the competence of the teacher is more important, but competence is eroded in most workers when their efforts are not guided, supported, and appreciated.

More research on teachers' attitudes about their careers should be conducted. Any survey of personal attitudes is subject to bias, but broad and extensive surveys can suggest trends. This small study examined a select group of teachers who taught in a wide variety of school districts; larger studies are needed as well as studies that examine the satisfactions and needs of teachers in particular school districts so that specific designs for improvements in worklife can be planned. Studies of the special needs and satisfactions of men and women in elementary teaching are needed as well as longitudinal studies of teacher's changing attitudes about their profession. Research should examine college students entering teaching for their attitudes about teaching and their career expectations. As the average age of teachers advances, studies are needed to determine unique needs of the older worker in a setting of young children. Above all, the relationship of worker satisfactions and needs to teaching performance needs examination. The Minnesota Satisfaction Questionnaire and the Minnesota Importance

Questionnaire, using the 25 scales included in this study or a selection from the 33 other scales that are available, would be valid and reliable instruments for studies of teachers.

Jarrett claims that there is a primary goal toward which our elementary schools must aim:

> "For the main part, elementary schooling should be devoted to what Whitehead calls the romantic rhythmic phase, that is, an exploration of the wonders and riches of the world, the long ago and the far away no less than the near at hand. There will come a time for details and precision and exactness; prematurely forced, they may sour the school experience. As one of my colleagues has put it, the one absolute requirement we can and must make of the elementary school is that it leave the pupil not less inclined to go to school, to enjoy and be stimulated by it, than it found him originally."

The career attitudes of teachers inextricably affect the joy they weave into children's learning.

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Characteristics of Your Present Employment and Your Future Employment Aspirations:

Under **PRESENT** circle the number corresponding to your present status.
Under **5 YEAR** circle the number corresponding to the group you anticipate being identified with five years from now.
Under **10 YEAR** circle the number corresponding to the group you anticipate being identified with ten years from now.

	Present	5 Year	10 Year
1. Employed full time	1	1	1
2. Employed part time, 50% or less	2	2	2
3. Employed part time, more than 50%	3	3	3
4. Full time housewife, not professionally employed	4	4	4
5. FULL TIME GRADUATE STUDENT, NOT OTHERWISE EMPLOYED	5	5	5
6. Not employed	6	6	6

	Present	5 Year	10 Year
1. Elementary education personnel (classroom and special program teachers, supervisors, administrators, etc.)	1	1	1
2. Secondary education personnel (classroom teachers, supervisors, administrators, etc.)	2	2	2
3. Higher education personnel (classroom teachers, supervisors, administrators, etc.)	3	3	3
4. Governmental agency personnel (state and/or federal department employees, penal institution employees, etc.)	4	4	4
5. Professional organization personnel (executive secretaries and/or chairmen in MEA, AFT, etc.)	5	5	5

Use of Professional Time

Under **ACTUAL** estimate the time you devoted to that activity during the past year, both on and off the job.
Under **DESIRED** estimate the percentage of time you would like to devote to each activity.
Both totals should approximate 100%.

	Actual	Desired
1. Administration (including supervision, staff conferences, etc.)	1._____%	1._____%
2. Teaching (including advising, group in-service work, etc.)	2._____%	2._____%
3. Research (including original creations, scholarly writing, etc.)	3._____%	3._____%
4. Service (including work with persons and/or agencies, consulting, etc.)	4._____%	4._____%
5. General work (professional activities not included above)	5._____%	5._____%
	100%	100%

SECTION I: SATISFACTION

In this section we would like to find out how you feel about certain aspects of your **PRESENT** or **MOST RECENT** elementary school teaching position.
On this page and the following pages you will find statements about certain aspects of your **PRESENT** or **MOST RECENT** teaching position.

- Read each statement carefully.
- Decide how you feel about the aspect of your job described by the statement.
  - Circle "1" if you are **not SATISFIED** (if that aspect is much poorer than you would like it to be).
  - Circle "2" if you are **ONLY SLIGHTLY SATISFIED** (if that aspect is not quite what you would like it to be).
  - Circle "3" if you are **SATISFIED** (if that aspect is what you would like it to be).
  - Circle "4" if you are **VERY SATISFIED** (if that aspect is even better than you expected it to be).
  - Circle "5" if you are **EXTREMELY SATISFIED** (if that aspect is much better than you hoped it could be).
- Be sure to keep the statement in mind when deciding how you feel about that aspect of your job.
- Do this for **all** statements. Answer **EVERY** statement.
- **Do not turn back** to previous statements.

Be frank. Give a true picture of your feelings about your present or most recent teaching position.

In my present or most recent elementary school teaching position, this is how I feel about...	not satisfied	only slightly satisfied	satisfied	very satisfied	extremely satisfied
1. The chance to do work that is well suited to my abilities	1	2	3	4	5
2. The dedication of teachers to the education of children	1	2	3	4	5
3. The opportunities for advancement in this work	1	2	3	4	5
4. The way my work leads to the development of my career	1	2	3	4	5
5. The chance to complete a task I started	1	2	3	4	5
6. The amount of pay for the work I do	1	2	3	4	5
7. The spirit of cooperation between teachers and other staff members	1	2	3	4	5
8. The spirit of cooperation among my co-workers	1	2	3	4	5
9. The way my co-workers work	1	2	3	4	5
10. The time to try out some of my own ideas	1	2	3	4	5
11. The chance to work independently of others	1	2	3	4	5
12. Not feeling lost as an individual in my school system	1	2	3	4	5
13. The freedom I am given in the ways and means of doing my work	1	2	3	4	5
14. The way I get full credit for the work I do	1	2	3	4	5
15. The chance to be responsible for planning my work	1	2	3	4	5
16. My job security	1	2	3	4	5
17. The chance to be of service to others	1	2	3	4	5
18. Having a clear idea of what I am required to do	1	2	3	4	5
19. The way my principal works with his teachers	1	2	3	4	5
20. The principal's knowledge of curriculum and instruction	1	2	3	4	5

34

Code Number

CAREER DEVELOPMENT OF TEACHERS

Please Mail Survey Results

1 - 5

6 - 9

10 - 12

13 - 15

16 - 19

20 - 23

24

25 - 26

27 - 28

29 - 30

31 - 36

37 - 39

40 - 45

46 - 48

49 - 54

55 - 57

58 - 63

64 - 66

67 - 72

73 - 75

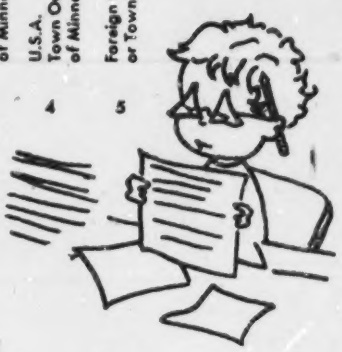
PRESENT ADDRESS:

	Minneapolis-St. Paul Metropolitan Area	Other Minnesota City or Town	U.S.A. City Outside of Minnesota	U.S.A. Town Outside of Minnesota	Foreign City or Town
(Circle One)	1	2	3	4	5

Address if different from the one used on this questionnaire

Street

City State Zip



BACHELOR'S DEGREE:

Year	University of Minnesota	Other Minnesota Institution	Other U.S.A. Institution	Foreign Institution
College location (Circle One)	1	2	3	4

MASTER'S DEGREE:

Year / Major	University of Minnesota	Other Minnesota Institution	Other U.S.A. Institution	Foreign Institution
College location (Circle One)	1	2	3	4

PERSONAL INFORMATION:

Sex: ____Female ____Male

Age: ____Under 25 ____25-29 ____30-34 ____35-39 ____40-44 ____45-49 ____50-54 ____55-59 ____60 or over

Marital Status:
____Single ____Married
____Widowed ____Separated or Divorced

Number of children ____

Number of children living at home ____

EMPLOYMENT SINCE BACHELOR'S DEGREE:

Title of Position	Minneapolis-St. Paul Metropolitan Area	Other Minnesota City or Town	City Outside of Minnesota	Town Outside of Minnesota	Foreign City or Town
(first)	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
(latest)	1	2	3	4	5

Length of service in latest position ____ years

1 - 5

6 - 9

10 - 14

15 - 18

Total number of years of teaching in elementary schools:

____less than 5 ____5-9 ____10-14
____15-19 ____20-24 ____25-29 ____30 or more

In my present or most recent elementary school teaching position, this is how I feel about...	not satisfied	only slightly satisfied	satisfied	very satisfied	extremely satisfied
76. The chance to make use of my abilities and skills	1	2	3	4	5
77. The way teachers work toward higher goals for children	1	2	3	4	5
78. My chances for advancement	1	2	3	4	5
79. The way my work leads to rapid progress in my career	1	2	3	4	5
80. The chance to finish what I start	1	2	3	4	5
81. My pay and the type of work I do	1	2	3	4	5
82. The spirit of cooperation among all of the people in the school	1	2	3	4	5
83. The way my co-workers get along with each other	1	2	3	4	5
84. How efficient my co-workers are	1	2	3	4	5
85. The time to try my own methods of teaching	1	2	3	4	5
86. The chance to work under little supervision	1	2	3	4	5
87. The way I remain an individual even if I do the same work many others do	1	2	3	4	5
88. The freedom to do my work as I think best	1	2	3	4	5
89. The praise I get for doing a good job	1	2	3	4	5
90. The amount of responsibility in my work	1	2	3	4	5
91. How steady my employment is	1	2	3	4	5
92. The chance to do things for people	1	2	3	4	5
93. How clearly and completely my responsibilities are presented	1	2	3	4	5
94. The personal relationship between my principal and his faculty	1	2	3	4	5
95. The way my principal guides his faculty	1	2	3	4	5
96. The chance to do many different things in my work	1	2	3	4	5
97. The number of extra responsibilities I have	1	2	3	4	5
98. Being able to do work that challenges my skills	1	2	3	4	5
99. The way I enjoy taking work home with me, the longer I am teaching	1	2	3	4	5
100. My job, all things considered	1	2	3	4	5

SECTION II: IMPORTANCE

In this section we would like you to rate how important each aspect would be in your **IDEAL elementary school teaching position — the kind of teaching position you would most like to have.**

On this page and the following pages you will find statements about certain aspects of work that many people find important.

- Read each statement carefully.
- Decide how important that aspect of work is to you in terms of your ideal teaching job — the kind of teaching position you would most like to have.
  - Circle "1" if you feel that it is **NOT IMPORTANT** (that you can easily do without it).
  - Circle "2" if you feel that it is **ONLY SLIGHTLY IMPORTANT** (that, if need be, you can do without it).
  - Circle "3" if you feel that it is **IMPORTANT** (that it is hard to do without it).
  - Circle "4" if you feel that it is **VERY IMPORTANT** (that it is very hard to do without it).
  - Circle "5" if you feel that it is **EXTREMELY IMPORTANT** (that it is impossible to do without it).
- Be sure to keep the aspect in mind when rating how important it is to you on your **ideal teaching position.**
- Do this for **all** statements. Answer **every** statement.
- **Do not turn back** to previous statements.

Be frank. Give a true picture of how important you consider each aspect to be in terms of your **ideal** teaching position.

In my ideal teaching position, how important is it that . . .	not important	only slightly important	important	very important	extremely important
1. I would have the chance to do work that is well suited to my abilities	1	2	3	4	5
2. Teachers would be dedicated to the education of children	1	2	3	4	5
3. There would be opportunities for advancement in this work	1	2	3	4	5
4. My work would lead to the development of my career	1	2	3	4	5
5. I would have the chance to complete a task I started	1	2	3	4	5
6. The pay would be fair for the work I do	1	2	3	4	5
7. There would be cooperation between teachers and other staff members	1	2	3	4	5
8. There would be a spirit of cooperation among the teachers	1	2	3	4	5
9. My co-workers would work hard	1	2	3	4	5
10. There would be time to try out some of my own ideas	1	2	3	4	5
11. There would be the chance to work independently of others	1	2	3	4	5
12. I would not feel lost as an individual in my school system	1	2	3	4	5
13. I would be given freedom in the ways and means of doing my work	1	2	3	4	5
14. I would get full credit for the work I do	1	2	3	4	5
15. I would be responsible for planning my work	1	2	3	4	5

Please do not forget to include the important information on the reverse

In my present or most recent elementary school teaching position, this is how I feel about...	not satisfied	only slightly satisfied	satisfied	very satisfied	extremely satisfied
21. The variety in my work	1	2	3	4	5
22. The amount of paper work I must do	1	2	3	4	5
23. Being able to do work that is challenging	1	2	3	4	5
24. My interest in my work, the longer I have held the job	1	2	3	4	5
25. My job in general, considering all things	1	2	3	4	5
26. The chance to make use of my best abilities	1	2	3	4	5
27. The way children in our school learn	1	2	3	4	5
28. The chances of getting ahead in this work	1	2	3	4	5
29. The way my work is part of a career in this school system	1	2	3	4	5
30. Being able to follow a task through to completion	1	2	3	4	5
31. My pay and the amount of work I do	1	2	3	4	5
32. The willingness to cooperate among the members of the total faculty	1	2	3	4	5
33. The friendliness of my co-workers	1	2	3	4	5
34. The competence of my co-workers	1	2	3	4	5
35. The time to do new and original things in teaching	1	2	3	4	5
36. The chance to do my work without much supervision	1	2	3	4	5
37. Feeling important as an individual in the school system	1	2	3	4	5
38. The freedom to do a task my own way	1	2	3	4	5
39. The recognition I get for the work I do	1	2	3	4	5
40. The chance to make decisions on my own	1	2	3	4	5
41. The way my job provides for a secure future	1	2	3	4	5
42. The chance to be of service to people	1	2	3	4	5
43. Having a definite routine in my job	1	2	3	4	5
44. The way my principal backs up his faculty with parents	1	2	3	4	5
45. The competence of my principal in making decisions	1	2	3	4	5
46. The chance to do different things from time to time.	1	2	3	4	5
47. The number of meetings I have to attend	1	2	3	4	5
48. Being able to do work that challenges my abilities	1	2	3	4	5
49. The way the job becomes a part of me, the longer I have held the job	1	2	3	4	5
50. The work I do at school	1	2	3	4	5
51. The chance to do something that makes use of my abilities	1	2	3	4	5
52. The way the teachers try to help children learn	1	2	3	4	5
53. The chances for advancement in the work	1	2	3	4	5
54. The many features of my work that make it worthwhile	1	2	3	4	5
55. The chance to complete each task	1	2	3	4	5
56. My present salary	1	2	3	4	5
57. The willingness of teachers and other staff members to cooperate	1	2	3	4	5
58. The way my co-workers are easy to make friends with	1	2	3	4	5
59. How hard my co-workers work	1	2	3	4	5
60. The time to develop new and better ways to teach	1	2	3	4	5
61. The chance to do my work without having to depend on others	1	2	3	4	5
62. The way people with whom I work care about me as an individual	1	2	3	4	5
63. The freedom to decide how to do my work	1	2	3	4	5
64. The way the principal indicates that I have done my work well	1	2	3	4	5
65. The freedom to use my own judgment	1	2	3	4	5
66. The way my work provides for steady employment	1	2	3	4	5
67. The chance to help people	1	2	3	4	5
68. The routine aspects of my work	1	2	3	4	5
69. The way my principal takes care of complaints brought to him by teachers	1	2	3	4	5
70. The way my principal provides help on hard problems	1	2	3	4	5
71. The chance to do something different every day	1	2	3	4	5
72. Working with other teachers on a special project	1	2	3	4	5
73. Being able to find challenge in my work	1	2	3	4	5
74. The way I enjoy talking about teaching, the longer I have been doing it	1	2	3	4	5
75. All aspects of my job	1	2	3	4	5

Please turn the page.

In my ideal teaching position, how important is it that . . .	not important	only slightly important	important	very important	extremely important
71. There would be the chance to do something different every day	1	2	3	4	5
72. There would be many opportunities to work with other teachers	1	2	3	4	5
73. I would be able to find challenge in my work	1	2	3	4	5
74. I would enjoy talking about teaching, the longer I had been doing it	1	2	3	4	5
75. I would like all aspects of my job	1	2	3	4	5
76. I would have the chance to make use of my abilities and skills	1	2	3	4	5
77. The teachers would work toward higher educational goals for children	1	2	3	4	5
78. I would have chances for advancement	1	2	3	4	5
79. My work would lead to rapid progress in my career	1	2	3	4	5
80. There would be a chance to finish what I start	1	2	3	4	5
81. My pay would reflect the type of work I do	1	2	3	4	5
82. There would be a spirit of cooperation among all of the people in school	1	2	3	4	5
83. My co-workers would get along well with each other	1	2	3	4	5
84. My co-workers would be efficient teachers	1	2	3	4	5
85. There would be time to try my own methods of teaching	1	2	3	4	5
86. There would be the chance to work under little supervision	1	2	3	4	5
87. I would remain an individual even if I do the same work others are doing	1	2	3	4	5
88. There would be the freedom to do my work as I think best	1	2	3	4	5
89. I would get praise for doing a good job	1	2	3	4	5
90. There would be much responsibility in my work	1	2	3	4	5
91. My employment would be steady	1	2	3	4	5
92. I would have the chance to do things for people	1	2	3	4	5
93. My responsibilities would be clearly and completely presented	1	2	3	4	5
94. There would be a personal relationship between my principal and the faculty	1	2	3	4	5
95. My principal would guide his faculty	1	2	3	4	5
96. There would be the chance to do many different things in my work	1	2	3	4	5
97. I would have few extra responsibilities	1	2	3	4	5
98. I would be able to do work that would challenge my skills	1	2	3	4	5
99. I would enjoy taking work home, the longer I held the position	1	2	3	4	5
100. I would like my job, all things considered	1	2	3	4	5

1. What do you like about teaching as a career?

2. What changes or suggestions would you recommend to make teaching a better career choice?

3. Who influenced you? How did you get into teaching?

4. Is teaching as a career increasing or decreasing in its attraction of capable graduates? Why?

5. What other career fields appeal to you?

THANK YOU!

APPENDIX I. A. Questionnaire

In my ideal teaching position, how important is it that . . .

	not important	only slightly important	important	very important	extremely important
16. I could feel secure about the job	1	2	3	4	5
17. I could have the chance to be of service to others	1	2	3	4	5
18. I would have a clear idea of what I am required to do	1	2	3	4	5
19. My principal would work well with his teachers	1	2	3	4	5
20. The principal would have knowledge of curriculum and instruction	1	2	3	4	5
21. There would be variety in my work	1	2	3	4	5
22. There would be little paper work I must do	1	2	3	4	5
23. The work would be challenging	1	2	3	4	5
24. I would have increasing interest in my work, the longer I held the job	1	2	3	4	5
25. I would like my job	1	2	3	4	5
26. There would be chances to make use of my best abilities	1	2	3	4	5
27. I would be able to do something worthwhile	1	2	3	4	5
28. There would be chances of getting ahead in this work	1	2	3	4	5
29. My work would be part of an expanding career in the school system	1	2	3	4	5
30. I would be able to follow a task through to completion	1	2	3	4	5
31. My pay would compensate for the amount of work I do	1	2	3	4	5
32. There would be a willingness to cooperate among the total faculty	1	2	3	4	5
33. My co-workers would be friendly	1	2	3	4	5
34. My co-workers would be competent teachers	1	2	3	4	5
35. There would be time to do new and original things in teaching	1	2	3	4	5
36. There would be the chance to do my work without much supervision	1	2	3	4	5
37. I would feel important as an individual in my school system	1	2	3	4	5
38. There would be the freedom to do a task my own way	1	2	3	4	5
39. I would get recognition for the work I would do	1	2	3	4	5
40. There would be the chance to make decisions on my own	1	2	3	4	5
41. My job would provide for a secure future	1	2	3	4	5
42. There would be the chance to be of service to people	1	2	3	4	5
43. I would have a definite routine in my job	1	2	3	4	5
44. My principal would back up his faculty with parents	1	2	3	4	5
45. My principal would be competent in making decisions	1	2	3	4	5
46. There would be the chance to do different things from time to time	1	2	3	4	5
47. I would have few meetings that I have to attend	1	2	3	4	5
48. I would be able to do work that challenges my abilities	1	2	3	4	5
49. The job would become a part of me, the longer I held the job	1	2	3	4	5
50. I would like the work I would be doing	1	2	3	4	5
51. There would be the chance to do something that makes use of my abilities	1	2	3	4	5
52. I would have the chance to do my best at all times	1	2	3	4	5
53. There would be chances for advancement in the work	1	2	3	4	5
54. There would be a variety of aspects in my work	1	2	3	4	5
55. I would have the chance to complete each task	1	2	3	4	5
56. The salary would be adequate	1	2	3	4	5
57. There would be willingness of teachers and other staff to cooperate	1	2	3	4	5
58. My co-workers would be easy to make friends with	1	2	3	4	5
59. My co-workers would be diligent workers	1	2	3	4	5
60. There would be time to develop new and better ways to teach	1	2	3	4	5
61. There would be the chance to do my work without depending on others	1	2	3	4	5
62. The people with whom I would work would care about me as an individual	1	2	3	4	5
63. There would be the freedom to decide how to do my work	1	2	3	4	5
64. The principal would tell me when I have done a good job in teaching	1	2	3	4	5
65. I would have the freedom to use my own judgment	1	2	3	4	5
66. My work would provide for steady employment	1	2	3	4	5
67. There would be the chance to help people	1	2	3	4	5
68. There would be more routine aspects in my work	1	2	3	4	5
69. My principal would handle fairly the complaints brought by teachers	1	2	3	4	5
70. My principal would provide help on hard problems	1	2	3	4	5

APPENDIX I. B. Sample Items for Scales

SCALE	SAMPLE ITEM
	In my ideal teaching position, how important is it that...
Ability Utilization	1. I would have the chance to do work that is well suited to my abilities
Dedication of Teachers	2. Teachers would be dedicated to the education of children
Advancement	3. There would be opportunities for advancement in this work
Career Development	4. My work would lead to the development of my career
Closure	5. I would have the chance to complete a task I started
Compensation (Amount)	6. The pay would be fair for the work I do
Cooperation	7. There would be cooperation between teachers and other staff members
Co-workers (Friendliness)	8. There would be a spirit of cooperation among the teachers
Co-workers (Performance)	9. My co-workers would work hard
Creativity	10. There would be time to try out some of my own ideas
Independence	11. There would be the chance to work independently of others
Individual Identity	12. I would not feel lost as an individual in my school system
Organization Control	13. I would be given freedom in the ways and means of doing my work
Recognition	14. I would get full credit for the work I do
Responsibility	15. I would be responsible for planning my work
Security	16. I could feel secure about the job
Social Service	17. I could have the chance to be of service to others
Structure	18. I would have a clear idea of what I am required to do
Supervision (Human Relations)	19. My principal would work well with his teachers

APPENDIX I. B. Sample Items for Scales

SCALE	SAMPLE ITEM
Supervision (Technical)	20. The principal would have knowledge of curriculum and instruction
Variety	21. There would be variety in my work
Work Accomplishment	22. There would be little paper work I must do
Work Challenge	23. The work would be challenging
Work Involvement	24. I would have increasing interest in my work, the longer I held the job
General Factor	25. I would like my job

APPENDIX II, 1972

Total Group: Differences between MIQ and MSQ Scale Means
N = 178

Scale	MIQ Mean	MIQ SD	MSQ Mean	MSQ SD	Mean Dif.	T Value	P Value
Ability Utilization	16.6	2.56	13.4	3.49	3.2	8.91	.00
Dedication of Teachers	16.7	2.28	12.1	3.18	4.6	10.55	.00
*Advancement	13.4	3.27	11.2	3.34	2.2	5.45	.00
Career Development	13.8	2.79	12.2	2.94	1.6	5.12	.00
Closure	14.9	2.99	12.1	3.37	2.8	7.44	.00
*Compensation (Amount)	14.4	2.80	11.6	4.00	2.8	6.04	.00
Cooperation	16.7	2.58	12.5	3.74	4.2	9.57	.00
Co-workers (Friendliness)	16.0	2.82	13.7	3.52	2.3	6.86	.00
Co-workers (Performance)	15.8	2.93	13.1	3.51	2.7	7.19	.00
Creativity	16.7	2.53	12.1	3.78	4.6	9.81	.00
Independence	13.7	3.15	13.8	2.96	.1	-.63	.53
Individual Identity	14.4	2.81	13.4	3.03	1.0	3.93	.00
Organization Control	15.7	2.55	13.9	3.52	1.8	6.12	.00
Recognition	12.6	3.15	12.1	3.52	.5	1.47	.14
Responsibility	15.3	2.54	13.9	3.14	1.4	5.38	.00
Security	14.3	2.98	12.9	3.44	1.4	4.27	.00
Social Service	16.0	3.07	14.7	2.99	1.3	5.48	.00
Structure	12.2	2.65	12.2	2.40	.0	-.07	.94
*Supervision (Human Relations)	15.8	2.79	11.8	4.33	4.0	8.43	.00
*Supervision (Technical)	16.5	2.55	11.5	4.48	5.0	9.22	.00
Variety	15.0	2.80	13.6	3.16	1.4	5.04	.00
*Work Accomplishment	12.4	2.62	10.8	2.43	1.6	5.20	.00
Work Challenge	16.2	2.70	13.8	3.32	2.4	7.69	.00
Work Involvement	13.8	3.14	12.7	3.22	1.1	3.60	.00
General Factor	17.0	2.41	13.5	3.15	3.5	9.71	.00

* Scales for which scores show $\geq$ 12 on Importance and $\leq$ 12 on Satisfaction.

1972 - 1977 Comparison of Satisfaction Means (N = 102) APPENDIX III, A

Scale	1972 Mean	1977 Mean	Difference (Mean) and Direction	Standard Deviation of mean Difference	Standard Error	Correlation	2 Tailed Probability
Ability Utilization	13.8	13.2	.6	3.69	.37	.37	.09
Dedication of Teachers	12.3	12.7	-.4	2.96	.29	.49	.16
Advancement	11.4	10.4	1.0	3.52	.35	.39	.01
Career Development	12.5	11.7	.8	2.82	.28	.52	.00
Closure	12.1	12.7	-.6	3.31	.33	.46	.10
Compensation (Amount)	11.9	11.7	.2	3.99	.40	.41	.57
Cooperation	12.8	13.1	-.3	3.71	.37	.50	.46
Co-Workers (Friendliness)	14.0	13.8	.2	3.54	.35	.48	.58
Co-Workers (Performance)	13.1	12.9	.2	3.30	.33	.52	.46
Creativity	12.2	12.3	-.1	3.52	.35	.47	.82
Independence	13.9	14.1	-.2	2.71	.27	.54	.42
Individual Identity	13.5	13.3	.2	3.10	.31	.46	.48
Organization Control	13.9	14.0	-.1	3.35	.33	.44	.68
Recognition	12.2	11.9	.3	3.34	.33	.51	.38
Responsibility	14.0	14.0	.0	3.13	.31	.44	1.00
Security	12.9	12.4	.5	4.59	.45	.28	.27
Social Service	14.7	14.2	.5	3.56	.35	.32	.16
Structure	12.3	12.5	-.2	2.39	.24	.48	.41
Supervision (Human Relations)	12.2	12.0	.2	4.57	.45	.43	.52
Supervision (Technical)	12.1	11.7	.4	4.38	.43	.47	.38
Variety	13.7	13.2	.5	3.18	.32	.47	.16
Work Accomplishment	10.8	10.7	.1	2.63	.26	.36	.94
Work Challenge	13.8	13.3	.5	3.09	.31	.51	.07
Work Involvement	13.1	12.0	1.1	3.12	.31	.52	.00
General Factor	13.7	13.0	.7	2.97	.29	.54	.02

APPENDIX III B

1972 - 1977 Comparison of Importance (Needs) Means N = 102

Scale	1972 Mean	1977 Mean	Difference (Mean) and Direction	Standard Deviation of Mean Difference	Standard Error	Correlation	2 Tailed Probability
Ability Utilization	16.4	16.5	- .1	2.71	.27	.46	.66
Dedication of Teachers	16.5	16.5	.0	2.31	.23	.47	.97
Advancement	13.4	13.8	- .4	2.91	.29	.60	.13
Career Development	13.6	14.0	- .4	2.32	.23	.61	.11
Closure	14.8	15.4	- .6	3.01	.30	.42	.34
Compensation (Amount)	14.2	15.8	-1.6	2.86	.28	.47	.00
Cooperation	16.9	16.8	.1	2.98	.30	.33	.62
Co-Workers (Friendliness)	16.3	16.1	.2	3.26	.32	.32	.63
Co-Workers (Performance)	16.1	16.2	- .1	2.81	.28	.42	.75
Creativity	16.5	16.2	.3	2.68	.27	.41	.32
Independence	13.8	14.4	- .6	3.35	.33	.38	.08
Individual Identity	14.3	15.0	- .7	2.98	.30	.34	.01
Organization Control	15.4	15.4	.0	2.74	.27	.38	.80
Recognition	12.3	13.8	-1.5	2.85	.28	.54	.00
Responsibility	15.1	15.1	.0	2.38	.24	.53	.77
Security	14.5	15.5	-1.0	2.68	.27	.56	.00
Social Service	16.1	15.9	.2	3.04	.30	.47	.50
Structure	12.3	13.1	- .8	2.63	.26	.35	.00
Supervision (Human Relations)	16.0	16.0	.0	2.80	.28	.43	.94
Supervision (Technical)	16.6	16.5	.1	2.72	.27	.38	.69
Variety	14.4	14.7	- .3	2.59	.26	.58	.32
Work Accomplishment	12.2	12.6	- .4	2.46	.24	.50	.09
Work Challenge	15.8	15.9	- .1	2.35	.23	.63	.74
Work Involvement	13.9	13.6	.3	2.74	.27	.59	.28
General Factor	16.8	17.0	- .2	2.47	.24	.52	.50

Comparison of Mean Differences 1972 - 1977
(Importance minus Satisfaction)

APPENDIX III C

Scale	(I-S) 1972 Mean	(I-S) 1977 Mean	Difference (Mean)	Standard Deviation	Standard Error	Correlation	2 Tailed Probability
Ability Utilization	2.59	3.31	- .73	4.11	.41	.33	.08
Dedication of Teachers	4.20	3.77	.42	3.14	.31	.52	.18
Advancement	1.99	3.36	-1.37	4.62	.46	.51	.00
Career Development	1.07	2.30	-1.24	3.59	.36	.50	.00
Closure	2.63	2.36	.26	4.04	.40	.46	.51
Compensation (Amount)	2.32	4.10	-1.77	5.09	.50	.49	.00
Cooperation	4.12	3.70	.42	4.04	.40	.44	.30
Co-Workers (Friendliness)	2.26	2.30	- .04	4.13	.41	.29	.92
Co-Workers (Performance)	2.94	3.27	- .33	4.02	.40	.44	.40
Creativity	4.29	3.95	.34	4.08	.40	.47	.40
Independence	-.09	.27	- .36	3.50	.35	.34	.30
Individual Identity	.74	1.72	- .98	4.00	.40	.26	.02
Organization Control	1.45	1.38	.07	3.69	.37	.31	.85
Recognition	.12	1.86	-1.75	4.39	.44	.55	.00
Responsibility	1.16	1.09	.07	3.34	.33	.36	.84
Security	1.60	3.13	-1.53	5.44	.54	.28	.01
Social Service	1.38	1.68	- .29	3.89	.38	.06	.44
Structure	00	.59	- .59	3.05	.30	.33	.05
Supervision (Human Relations)	3.77	4.05	- .27	5.13	.51	.39	.59
Supervision (Technical)	4.57	4.84	- .27	4.98	.49	.46	.58
Variety	.75	1.46	- .71	3.82	.38	.36	.07
Work Accomplishment	1.44	1.88	- .44	4.01	.40	.34	.27
Work Challenge	1.95	2.59	- .64	3.52	.35	.46	.07
Work Involvement	.75	1.57	- .81	3.54	.35	.49	.02
General Factor	3.15	4.01	- .86	3.54	.35	.46	.02